



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10222 E. Southern Ave., Mesa, AZ 85208

Mesa Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status ^(b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Suzanne McCullough
Schedule : 07:00 AM to 04:00 PM
Grades : 9-12
Web Address : www.mpsaz.org
Phone Number : (480) 472-9650
Fax Number : (480) 472-9660
E-mail : smccullo@mpsaz.org

Mission

The Boulder Canyon team is committed to creating a positive learning environment where students can achieve personal success and develop the skills necessary to become contributing community members.

School / Academic Goals

- ü Students will demonstrate increased ability in the skills of reading writing and mathematics as evidenced by pre- and post testing and AIMS test if age appropriate.
- ü Students will demonstrate improvement in social skills required to enter work force or further educational endeavors as evidenced by referral status.

Enrollment

October 1, 2005 School Year Student Enrollment : 125
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü At-risk Programs
- ü Integrated Curriculum/Instruction
- ü Thematic Approach

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Boulder Canyon is responsible for providing a safe, nurturing environment where students can learn and excel. We also are responsible for communicating to parents through handbooks, memos, conferences, intake meetings, etc.

Parents

Parents are responsible for ensuring student attendance, supporting school policies and procedures and communicating to the school about any student issues that may effect student progress at school.

Transportation Policy

Bus transportation is available as long as a student is enrolled at Boulder Canyon High School, resides in the Mesa School District boundaries and the student's behavior follows district guidelines for acceptable behavior on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	5040	71130	89	91	95	675	721	701	38	11	23	31	9	13	31	56	51	NA	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2490	35465	93	93	96	672	720	702	46	10	21	23	9	13	31	57	53	NA	25	13
Male	26	2549	35648	87	89	94	676	721	701	35	12	24	35	8	12	31	54	50	NA	26	14
African American	NC	196	3868	NC	86	95	NC	704	686	NC	15	33	NC	16	17	NC	57	45	NC	12	6
Hispanic	13	1326	25103	93	90	95	674	697	685	31	23	34	38	14	16	31	53	45	NA	10	5
Asian/Pacific Islander	--	126	1805	--	92	98	--	736	731	--	7	9	--	6	7	--	52	50	--	35	34
American Indian/Alaskan Native	NC	170	4241	NC	80	90	NC	696	679	NC	21	39	NC	16	19	NC	56	39	NC	7	3
White	23	3222	36075	96	92	95	674	732	715	43	5	12	30	6	9	26	57	58	NA	33	21
Students with Disabilities	NC	232	5862	NC	48	71	NC	678	658	NC	31	63	NC	20	15	NC	47	20	NC	3	2
Students without Disabilities	36	4808	65268	88	95	98	677	722	705	33	10	19	33	8	12	33	56	54	NA	26	15
Limited English Proficient Students	NC	259	4859	NC	89	93	NC	666	662	NC	54	64	NC	20	15	NC	25	20	NC	NA	1
Migrant Students	--	19	786	--	79	95	--	673	681	--	47	38	--	16	18	--	37	41	--	NA	4
Economically Disadvantaged	19	1673	22957	95	86	93	678	700	685	32	21	34	32	13	17	37	55	44	NA	11	5
Non-Economically Disadvantaged	20	3367	48173	83	93	96	672	731	709	45	6	17	30	6	11	25	56	55	NA	32	18

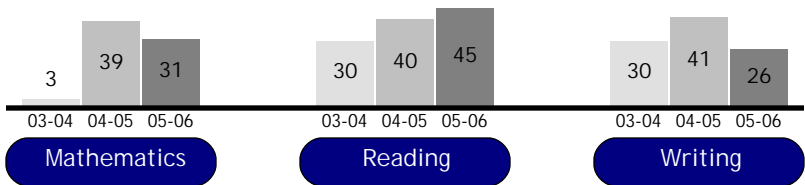
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	5144	73018	87	92	97	676	715	703	12	3	6	42	16	23	45	70	64	NA	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	2530	36181	92	94	97	681	718	708	NA	2	4	55	15	21	45	70	65	NA	12	9
Male	22	2614	36816	85	90	96	674	712	699	18	4	7	36	17	24	45	69	62	NA	10	7
African American	NC	205	3976	NC	88	96	NC	701	689	NC	4	8	NC	21	29	NC	71	59	NC	4	3
Hispanic	11	1351	25801	85	90	96	663	687	683	18	8	10	45	31	34	36	58	53	NA	3	3
Asian/Pacific Islander	--	122	1812	--	90	98	--	719	722	--	4	3	--	19	15	--	66	66	--	11	16
American Indian/Alaskan Native	NC	174	4389	NC	82	93	NC	686	675	NC	6	9	NC	34	42	NC	57	47	NC	3	1
White	20	3292	37024	95	93	97	685	729	721	5	1	2	45	9	12	50	75	73	NA	15	13
Students with Disabilities	NC	309	7170	NC	63	85	NC	662	654	NC	15	23	NC	43	47	NC	41	29	NC	1	1
Students without Disabilities	30	4835	65848	86	94	98	680	718	708	10	2	4	40	15	20	50	71	67	NA	12	9
Limited English Proficient Students	NC	265	5099	NC	89	95	NC	639	641	NC	31	29	NC	60	59	NC	8	12	NC	NA	0
Migrant Students	--	21	817	--	88	96	--	656	667	--	14	15	--	67	44	--	19	39	--	NA	1
Economically Disadvantaged	19	1752	23912	95	87	94	676	691	681	11	7	10	42	29	36	47	60	52	NA	4	2
Non-Economically Disadvantaged	14	3392	49106	78	94	98	676	727	714	14	1	4	43	9	16	43	75	69	NA	15	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	5108	72810	92	91	96	639	690	685	17	4	6	57	27	30	26	63	58	NA	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	2510	36111	92	93	97	666	700	695	NA	3	4	64	19	23	36	69	65	NA	8	8
Male	24	2598	36678	92	89	95	626	681	674	25	5	9	54	33	36	21	57	52	NA	4	3
African American	NC	199	3962	NC	85	96	NC	685	675	NC	4	8	NC	29	33	NC	64	55	NC	4	3
Hispanic	12	1345	25735	92	90	96	660	668	669	8	10	10	42	41	41	50	47	48	NA	2	2
Asian/Pacific Islander	--	124	1809	--	92	97	--	700	704	--	3	4	--	19	19	--	66	65	--	11	13
American Indian/Alaskan Native	NC	173	4370	NC	82	92	NC	673	670	NC	8	9	NC	39	39	NC	50	50	NC	2	2
White	20	3267	36915	95	92	97	630	701	697	20	2	3	65	20	21	15	71	67	NA	8	8
Students with Disabilities	NC	260	7071	NC	53	84	NC	646	634	NC	13	24	NC	51	53	NC	35	21	NC	2	1
Students without Disabilities	32	4848	65739	91	95	98	640	692	689	16	4	4	56	25	27	28	65	62	NA	6	6
Limited English Proficient Students	NC	262	5046	NC	88	94	NC	604	621	NC	42	31	NC	54	56	NC	4	12	NC	NA	0
Migrant Students	--	20	812	--	83	96	--	647	654	--	15	15	--	60	51	--	25	34	--	NA	0
Economically Disadvantaged	19	1746	23814	95	87	94	637	670	667	21	9	10	58	40	41	21	49	47	NA	2	2
Non-Economically Disadvantaged	16	3362	48996	89	93	97	641	701	693	13	2	4	56	20	24	31	70	64	NA	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	27	NA	42	89	28	60	51	78	24	63	52
	Language	100	22	54	42	89	25	59	50	78	21	63	50
	Mathematics	98	39	76	63	89	35	62	50	78	21	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Boulder Canyon Learning Center

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- ü Instructional Programs
- ü School Community Improvement
- ü School Safety/Security

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	1	0	0
10 or more years	4	3	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Media Center
- ü Resource Center

Extracurricular Activities

- ü Tutoring

Social Services

- ü Crisis Intervention
- ü Parent Group
- ü Counseling Services
- ü Challenge Course
- ü Prehab of Arizona

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Eighty-two percent (82%) of our parents gave Boulder Canyon a grade of an A or B on the quality service survey completed.

- ü The percent passing the AIMS test greatly increased over the past three years. The percent passing Reading increased by 32%. The Writing percentage increased by 20% and the Math percentage increased by 31%.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	83	95	94	95
Promotion Rate ⁵	21	89	88	73
Graduation Rate ⁶	13	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

BCHS provides an environment that is nurturing and respectful to all students. Support groups that focus on anger management, drug use/abuse and positive decision making are provided on campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

34

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tracy House	(480) 472-9650
Transportation Policy	Terri Cox	(480) 472-9650
Community Resources	Bobby Yniquez	(480) 472-9650
School Nutrition Programs	Carol Nixon	(480) 472-9650
Parent Organization	Suzanne McCullough	(480) 472-9650
Student Health/Nurse	Carol Nixon	(480) 472-9650

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 135 Copies = \$39.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.